

# School-To-Career Portfolio

Advisor/Counselor: _____ Career Path(s): _____ _____
School: _____ School Address: _____ _____

Student: _____ Address: _____ _____
Telephone: _____ Social Security Number: _____
<b>IN CASE OF EMERGENCY, CONTACT</b> Name: _____ Telephone: _____ Family Doctor: _____ Telephone: _____

## Work-Based ♦ Extra-Curricular ♦ Entrepreneurial Experiences

Duration of Employment	Experience Description	Number of Days Absent	Supervisor's Name/Address of Employer	Telephone

**Total Days Absent:** \_\_\_\_\_

The following profile ratings represent the knowledges, skills, and attitudes that this student has demonstrated at a given time under given conditions. It does not necessarily represent certification of future abilities.

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STUDENT NAME: \_\_\_\_\_

## Record of SCANS Competencies Progress

### Basic Skills

#### Basic Skills

- ☐ 1. Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules
- ☐ 2. Communicate thoughts, ideas, information, and messages in writing; create documents such as letters, directions, manuals, reports, graphs, and flow charts.
- ☐ 3. Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
- ☐ 4. Receive, attend to, interpret, and respond to verbal messages and other cues.
- ☐ 5. Organize ideas and communicate orally.

#### Thinking Skills

- ☐ 1. Generate new ideas.
- ☐ 2. Specify goals, identify constraints, generate alternatives, consider risks, and evaluate and choose best alternative.
- ☐ 3. Recognize problems and devise and implement plan of action.
- ☐ 4. Organize and process symbols, pictures, graphs, objects, and other information.
- ☐ 5. Use efficient learning techniques to acquire and apply new knowledge and skills.
- ☐ 6. Discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

#### Personal Qualities

- ☐ 1. Exert a high level of effort and persevere toward goal attainment.
- ☐ 2. Believe in own self-worth and maintain a positive view of self.
- ☐ 3. Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
- ☐ 4. Assess self accurately, set personal goals, monitor progress, and exhibit self-control.
- ☐ 5. Choose an ethical course of action.

**Suggested Rating:**      **3 – Achieved**  
                                     **2 – In Progress**  
                                     **1 – Not Addressed**

### Basic Competencies

#### Resources

- ☐ 1. Select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
- ☐ 2. Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
- ☐ 3. Acquire, store, allocate, and use materials or space efficiently.
- ☐ 4. Assess skills and distribute work accordingly; evaluate performance and provide feedback.

#### Interpersonal

- ☐ 1. Contribute to group effort.
- ☐ 2. Teach others new skills.
- ☐ 3. Work to satisfy customers' expectations.
- ☐ 4. Communicate ideas to justify position, persuade, and convince.
- ☐ 5. Work toward agreement involving exchange of resources, resolve divergent interests.
- ☐ 6. Work well with men and women of diverse backgrounds.

#### Information

- ☐ 1. Acquire and evaluate information.
- ☐ 2. Organize and maintain information.
- ☐ 3. Interpret and communicate information.
- ☐ 4. Use computers to process information.

#### Systems

- ☐ 1. Know how social, organizational, and technological systems work and operate effectively with them.
- ☐ 2. Distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance, and correct malfunctions.
- ☐ 3. Suggest modifications to existing systems and develop new or alternative systems to improve performance.

#### Technology

- ☐ 1. Choose procedures, tools, or equipment, including computers and related technologies.
- ☐ 2. Understand overall intent and proper procedures for setup and operation of equipment.
- ☐ 3. Prevent, identify, or solve problems with equipment, including computers and other technologies.

## Record of All Aspects of the Industry (AAI) Progress

STUDENT NAME: \_\_\_\_\_

All Aspects of the Industry (AAI) identifies nine aspects that are common to any enterprise. Students can document their experience with AAI below. “C” indicates learning occurring in the classroom. “W” indicates learning occurring in the workplace. A rating of 3-1 can be given in the box provided.

- |   |   |
|---|---|
| C W <input style="width: 30px; height: 20px;" type="checkbox"/> | <b>1. Planning</b> – How an organization plans (include goals and objectives), type of ownership (public, private), relationship of the organization to economic, political, and social contexts, assessment of needs <ul style="list-style-type: none"> <li>Strategic planning</li> <li>Goals/objectives</li> <li>Assessment</li> </ul>        |
| C W <input style="width: 30px; height: 20px;" type="checkbox"/> | <b>2. Management</b> – Structure and process for effectively accomplishing the goals and operations of the organization using facilities, staff, resources, equipment, and materials <ul style="list-style-type: none"> <li>Organizational structure</li> <li>Corporate culture</li> <li>Mission statement</li> </ul>                           |
| C W <input style="width: 30px; height: 20px;" type="checkbox"/> | <b>3. Finance</b> – Accounting and financial decision-making process, method of acquiring capital to operate, management of financial operations including payroll <ul style="list-style-type: none"> <li>Capital acquisitions</li> <li>Financial operations</li> </ul>   |
| C W <input style="width: 30px; height: 20px;" type="checkbox"/> | <b>4. Technical and Production Skills</b> – Basic skills in math, communications, computer, time management, and thinking; specific skills for production; interpersonal skills within the organization <ul style="list-style-type: none"> <li>Basic academic skills</li> <li>Team player skills</li> <li>Specific production skills</li> </ul> |

- |   |   |
|---|---|
| C W <input style="width: 30px; height: 20px;" type="checkbox"/> | <b>5. Principles of Technology</b> – Technological systems being used in the workplace and their contributions to the product or service of the organization <ul style="list-style-type: none"> <li>Technology in the workplace</li> <li>Continued professional training</li> </ul> |
| C W <input style="width: 30px; height: 20px;" type="checkbox"/> | <b>6. Labor Issues</b> – Rights of employees and related issues; wage, benefits, and working conditions <ul style="list-style-type: none"> <li>Job descriptions</li> <li>Employee’s rights and responsibilities</li> <li>Role of labor organizations</li> </ul>                     |
| C W <input style="width: 30px; height: 20px;" type="checkbox"/> | <b>7. Community Issues</b> – Impact of the company on the community, impact of the community on the organization <ul style="list-style-type: none"> <li>Community activities and issues</li> <li>Organization’s involvement in the community</li> </ul>                             |
| C W <input style="width: 30px; height: 20px;" type="checkbox"/> | <b>8. Health, Safety, and Environment</b> – Nontechnical skills and characteristics expected in the workplace <ul style="list-style-type: none"> <li>Regulatory issues</li> <li>Workplace safety</li> </ul>   |
| C W <input style="width: 30px; height: 20px;" type="checkbox"/> | <b>9. Personal Work Habits</b> – Nontechnical skills and characteristics expected in the workplace <ul style="list-style-type: none"> <li>Positive attitude</li> <li>Personal fitness and appearance</li> <li>Readiness to work</li> </ul>  |

<b>Suggested Rating:</b> <b>3 – Understand</b> <b>C - Classroom</b> <b>2 – Learning in progress</b> <b>W - Workplace</b> <b>1 – Not introduced</b>
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# Work-Based Learning Plan

[illegible]

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Instructor/Review Signature

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Student Signature

Employer/Mentor Signature

## Individual Career Plan (PHOTOCOPY AS NEEDED)

Student Name: \_\_\_\_\_

**Grade Level:** \_\_\_\_\_ **Date of Plan:** \_\_\_\_\_

1. List career assessments taken/summary of results:  
PSAT/ACT: \_\_\_\_\_ ASVAB: \_\_\_\_\_  
Other: \_\_\_\_\_  
\_\_\_\_\_
2. Latest date of Career Paths Survey: \_\_\_\_\_
3. Current Career Path Interest: \_\_\_\_\_  
Occupational field being considering (optional):  
\_\_\_\_\_
4. Selected related courses:  
\_\_\_\_\_  
\_\_\_\_\_
5. Related activities/experiences:  
\_\_\_\_\_  
\_\_\_\_\_
6. Post secondary considerations:  
\_\_\_\_\_  
\_\_\_\_\_
7. Comments:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Grade Level:** \_\_\_\_\_ **Date of Plan:** \_\_\_\_\_

2. List career assessments taken/summary of results:  
PSAT/ACT: \_\_\_\_\_ ASVAB: \_\_\_\_\_  
Other: \_\_\_\_\_  
\_\_\_\_\_
2. Latest date of Career Paths Survey: \_\_\_\_\_
3. Current Career Path Interest: \_\_\_\_\_  
Occupational field being considering (optional):  
\_\_\_\_\_
4. Selected related courses:  
\_\_\_\_\_  
\_\_\_\_\_
5. Related activities/experiences:  
\_\_\_\_\_  
\_\_\_\_\_
6. Post secondary considerations:  
\_\_\_\_\_  
\_\_\_\_\_
7. Comments:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Post secondary career preparation choices: ♦Go directly to work ♦ Apprenticeship ♦ Military ♦ Vocational/Technical School ♦ Community College ♦ College/University